

The Math Affirmations: Establishing Classroom Practices to Address Student Concerns

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Abstract

Developmental mathematics courses are high-stakes courses, leaving students anxious about their ability to succeed. In response, the author created The Mathematics Affirmations, a list of ten statements to establish classroom norms. The Affirmations were designed to address students' fears that their past failures would be repeated.



Geillan Aly is an assistant professor of mathematics at Hillyer College in the University of Hartford. She received her PhD in teaching and teacher education from the University of Arizona. Her research focuses on affective learning factors among developmental mathematics students. Aly's current research projects explore ways to reduce mathematics anxiety. Underlying her work is a dedication to equity and social justice in mathematics education. She recently received the University of Hartford's Innovations in Teaching and Learning Award for her work with the Math Affirmations. Geillan enjoys traveling, seeing live music, and is an avid chef.